

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kettering Science Academy
Number of students in school	1354
Proportion (%) of pupil premium eligible students	33.38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tony Segalini (Principal) Steve Barton (Chair of Governors)
Pupil premium lead	Amanda Doherty (Assistant Principal and Pupil Premium Lead)
Governor / Trustee lead	Tina Moring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£367,712
Recovery premium funding allocation this academic year	£53,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£420,927

Part A: Pupil premium strategy plan

Statement of intent

At Kettering Science Academy, we are committed to providing high quality provision for our disadvantaged students to enable them to overcome the challenges they experience. Our aim is to use funding to increase and maintain greater attainment for disadvantaged students at KSA that is in line with non-disadvantaged students nationally.

We are fervent advocates of the empowering potential of literacy for all of our students, whatever their starting point. Being able to read fluently, write, speak and listen at an age appropriate level is fundamental in allowing our students to grow and thrive and a key component in our curriculum commitment. Our approach will be responsive to both shared challenges and our students' discrete needs, entrenched in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approach we have adopted to ensure this is effective are

- Providing quality first teaching to all students which will raise achievement and attainment.
- Raising literacy outcomes for all through the continued development and implementation of the literacy strategy.
- Addressing the digital divide through developing curriculum provision, enrichment opportunities and access to equipment
- Improving attendance and punctuality.
- Supplying individualised support to provide all students to access education
- Empowering parents to help them to support their children and the school in raising standards.

Our strategy is led by an Assistant Principal who is supported at a range of leadership levels throughout the academy to create greater capacity for focussed support and tracking, improving outcomes and closing gaps.

To achieve these objectives, Kettering Science Academy is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

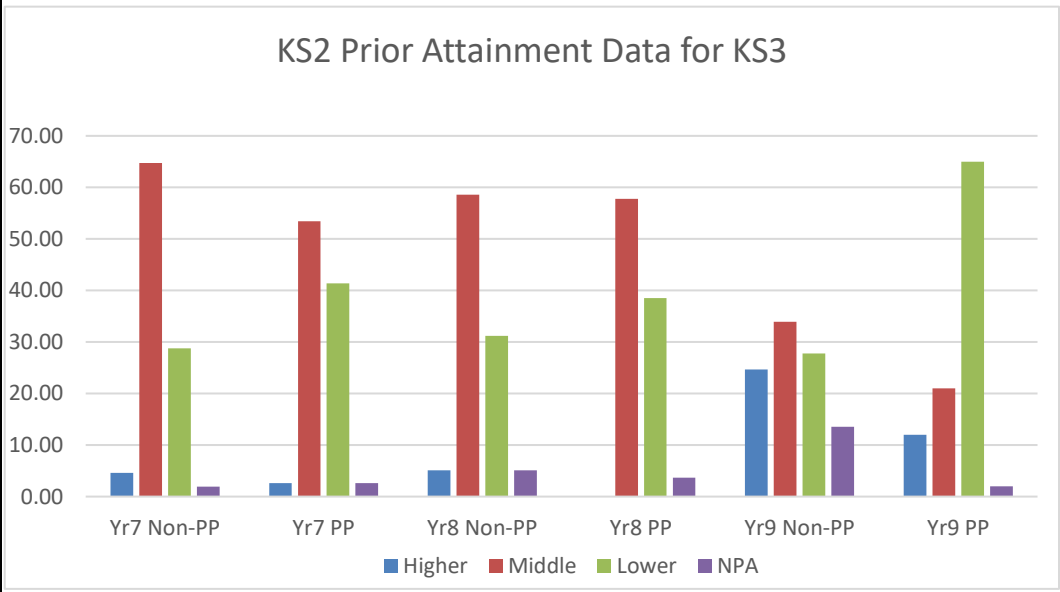
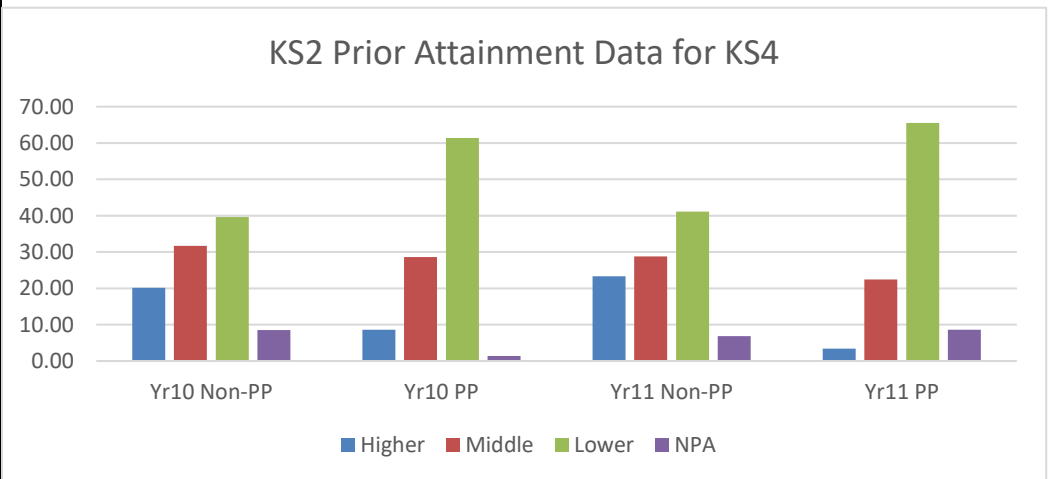
However, internal data, suggests that weak literacy and low prior attainment is a substantial barrier for many of our students, especially PP and therefore developing whole school literacy and curriculum offer is core to this plan.

Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. As

such funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist wellbeing team to support the most vulnerable students.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge																																																												
1	<p>Low prior attainment</p> <p>In every year group, there is a very significant gap between prior attainment on entry of Pupil Premium students vs their non Pupil-Premium peers. In every year group there is a much higher proportion of lower prior attaining students amongst PP than non-PP. For example, in our current Year 11, 72% of PP students were lower prior attaining (LPA). 44% of non PP students were LPA. Only 4% of our current Year 11 were Higher Prior Attaining (HPA). 25% of non PP students were HPA.</p> <div data-bbox="347 958 1412 1547"> <p style="text-align: center;">KS2 Prior Attainment Data for KS3</p>  <table border="1"> <caption>KS2 Prior Attainment Data for KS3</caption> <thead> <tr> <th>Year Group</th> <th>Higher</th> <th>Middle</th> <th>Lower</th> <th>NPA</th> </tr> </thead> <tbody> <tr> <td>Yr7 Non-PP</td> <td>5.00</td> <td>65.00</td> <td>28.00</td> <td>2.00</td> </tr> <tr> <td>Yr7 PP</td> <td>2.00</td> <td>53.00</td> <td>41.00</td> <td>2.00</td> </tr> <tr> <td>Yr8 Non-PP</td> <td>5.00</td> <td>58.00</td> <td>31.00</td> <td>5.00</td> </tr> <tr> <td>Yr8 PP</td> <td>0.00</td> <td>57.00</td> <td>38.00</td> <td>3.00</td> </tr> <tr> <td>Yr9 Non-PP</td> <td>25.00</td> <td>34.00</td> <td>27.00</td> <td>14.00</td> </tr> <tr> <td>Yr9 PP</td> <td>12.00</td> <td>21.00</td> <td>65.00</td> <td>2.00</td> </tr> </tbody> </table> </div> <div data-bbox="347 1547 1412 2024"> <p style="text-align: center;">KS2 Prior Attainment Data for KS4</p>  <table border="1"> <caption>KS2 Prior Attainment Data for KS4</caption> <thead> <tr> <th>Year Group</th> <th>Higher</th> <th>Middle</th> <th>Lower</th> <th>NPA</th> </tr> </thead> <tbody> <tr> <td>Yr10 Non-PP</td> <td>20.00</td> <td>32.00</td> <td>40.00</td> <td>8.00</td> </tr> <tr> <td>Yr10 PP</td> <td>8.00</td> <td>28.00</td> <td>61.00</td> <td>1.00</td> </tr> <tr> <td>Yr11 Non-PP</td> <td>23.00</td> <td>29.00</td> <td>41.00</td> <td>7.00</td> </tr> <tr> <td>Yr11 PP</td> <td>4.00</td> <td>22.00</td> <td>66.00</td> <td>8.00</td> </tr> </tbody> </table> </div>	Year Group	Higher	Middle	Lower	NPA	Yr7 Non-PP	5.00	65.00	28.00	2.00	Yr7 PP	2.00	53.00	41.00	2.00	Yr8 Non-PP	5.00	58.00	31.00	5.00	Yr8 PP	0.00	57.00	38.00	3.00	Yr9 Non-PP	25.00	34.00	27.00	14.00	Yr9 PP	12.00	21.00	65.00	2.00	Year Group	Higher	Middle	Lower	NPA	Yr10 Non-PP	20.00	32.00	40.00	8.00	Yr10 PP	8.00	28.00	61.00	1.00	Yr11 Non-PP	23.00	29.00	41.00	7.00	Yr11 PP	4.00	22.00	66.00	8.00
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2	<p>Reading</p> <p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <table border="1" data-bbox="448 387 1193 772"> <thead> <tr> <th rowspan="2">Reading Ages %</th> <th colspan="4">September 2021</th> </tr> <tr> <th><CRA</th> <th>1Yr > CRA</th> <th>2Yrs > CRA</th> <th><-9.6</th> </tr> </thead> <tbody> <tr> <td>Y9</td> <td>32%</td> <td>34%</td> <td>29%</td> <td>7%</td> </tr> <tr> <td>Y9 PP</td> <td>39%</td> <td>23%</td> <td>17%</td> <td>9%</td> </tr> <tr> <td>Y8</td> <td>48%</td> <td>36%</td> <td>25%</td> <td>20%</td> </tr> <tr> <td>Y8 PP</td> <td>52%</td> <td>30%</td> <td>17%</td> <td>19%</td> </tr> <tr> <td>Y7</td> <td>56%</td> <td>30%</td> <td>20%</td> <td>29%</td> </tr> <tr> <td>Y7 PP</td> <td>52%</td> <td>21%</td> <td>13%</td> <td>27%</td> </tr> </tbody> </table>	Reading Ages %	September 2021				<CRA	1Yr > CRA	2Yrs > CRA	<-9.6	Y9	32%	34%	29%	7%	Y9 PP	39%	23%	17%	9%	Y8	48%	36%	25%	20%	Y8 PP	52%	30%	17%	19%	Y7	56%	30%	20%	29%	Y7 PP	52%	21%	13%	27%
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3	<p>Limited access to learning resources in the home</p> <p>Many of our families have limited access to computer equipment or reliable broadband connections.</p> <p>Engagement with remote learning during the most recent lockdown was disappointing, with data demonstrating a significant difference between students who were PP and those who were not. This is in spite of addressing access issues providing students with the DfE laptops and internet access, providing workspaces with the loan of exam desks and with the introduction of live lessons.</p> <p>Pupil Premium</p> <table border="1" data-bbox="371 1236 1286 1379"> <thead> <tr> <th>Group</th> <th>Group size</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> <th>Week 7</th> <th>Week 8</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>852</td> <td>1.5</td> <td>1.4</td> <td>1.5</td> <td>1.5</td> <td>1.5</td> </tr> <tr> <td>Yes</td> <td>417</td> <td>1.0</td> <td>1.0</td> <td>1.1</td> <td>1.1</td> <td>1.0</td> </tr> <tr> <td>Grand Total</td> <td>1269</td> <td>1.3</td> <td>1.3</td> <td>1.4</td> <td>1.4</td> <td>1.4</td> </tr> </tbody> </table> <p>The table above highlights this. Each week students were graded on a RAG scale for engagement. R = no engagement and was worth (0 points). A = attended but didn't fully engage (1 point). G = engaged (2 points). Therefore, over the last 8 weeks of lockdown the average engagement for Non-PP was 1.5 which was 0.5 up on PP student's engagement.</p> <p>Out of the 179 laptops that were handed out during the lockdown 108 of them were to PP students all of whom required help with internet connection.</p>	Group	Group size	Week 4	Week 5	Week 6	Week 7	Week 8	No	852	1.5	1.4	1.5	1.5	1.5	Yes	417	1.0	1.0	1.1	1.1	1.0	Grand Total	1269	1.3	1.3	1.4	1.4	1.4											
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4	<p>Wellbeing and Safeguarding</p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. There has been an increase in numbers of students with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.</p> <p>34% of the students attending sessions with our school councillor are identified as PP</p>																																							

	<p>39.5 % of medical IHCPs are identified as PP 58.3% of wellbeing and safeguarding interventions are attended by PP students Out of the 23 students who have assigned social workers 18 are identified PP students (78%)</p> <p>School Nurse</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Wellbeing</th> <th>Medical</th> <th>PP%</th> </tr> </thead> <tbody> <tr> <td>Feb/Mar 20- prior to lockdown 1</td> <td>28</td> <td>6</td> <td>15%</td> </tr> <tr> <td>April/2020 - C19 Lockdown 1</td> <td>19</td> <td>7</td> <td>23%</td> </tr> <tr> <td>May/July 2020 Partial lockdown</td> <td>13</td> <td>20</td> <td>36%</td> </tr> <tr> <td>Sept 2020- back in bubbles</td> <td>22</td> <td>33</td> <td>38%</td> </tr> </tbody> </table>	Date	Wellbeing	Medical	PP%	Feb/Mar 20- prior to lockdown 1	28	6	15%	April/2020 - C19 Lockdown 1	19	7	23%	May/July 2020 Partial lockdown	13	20	36%	Sept 2020- back in bubbles	22	33	38%
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5	<p>Poor attendance</p> <p>Last academic year the attendance of our disadvantaged students was in line with the National Average. However, the National Average was lower than in previous years. Therefore, it is increasingly important that we work to address this as a matter of urgency especially in light of the PA data seen below.</p> <p>Year 11 - 39 students in PA, 26 are PP which means 67% of the PA is PP. Year 10 - 50 Students in PA, 25 are PP. 50% PA for PP. Year 9 - 49 Students in PA, 35 PP. 71% PA for PP. Year 8 - 50 Students in PA, 36 PP. 72% PA for PP.</p>																				
6	<p>Poor parental engagement</p> <p>Many of our families do not readily engage with school, based on a distrust of governmental organisations</p>																				

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged students' attainment across the curriculum at the end of KS4 is in line with their non-disadvantaged peers.	<p>Attainment 8 for disadvantaged students is in line with their peers. Attainment at the end of each Key Stage shows a demonstrable narrowing of the attainment gap whilst still improving outcomes for all students.</p> <p>By the end of our current plan in 2024/25, 60% or more of disadvantaged students enter the English Baccalaureate (EBacc). For the past two years, all students' entry has been approximately 65% (last year 50% of PP students). This year it is 60% however for PP students it is 40%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students will achieve: an average Attainment 8 score of 4.7 an EBACC average point score of at 4.7 also.</p>

Improved reading comprehension among disadvantaged students across KS3.	NGRT Reading Age tests show disadvantaged students have closed the gap to their peers with no disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers will also have recognised this improvement through engagement in lessons and book scrutiny.
Improved access to learning materials	PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers An effective system of tracking of participation is put in place Levels of engagement for PP students is in line with Non-PP students by 2024
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged students.
Improved attendance of disadvantaged students to be in with their non-disadvantaged peers	A demonstrable improvement in attendance of disadvantaged students; they attend in line with national average for non-disadvantaged group
Improved parental engagement	A discernible improvement in attendance of the parents of disadvantaged student at parent's evenings and parent forums and an increased input to parental surveys and whole school events. Parents should attend in line with national average for non-disadvantaged group

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,086

Activity	Evidence that supports this approach	Challenge number(s) addressed and budget allocation
<p>Revisit CPD for all staff, especially the Early Careers Teachers (ECT) on the science of learning: with specific emphasis on explicit teaching; scaffolding; independent learning and metacognition to improve in-school and remote curriculum for all students. This is embedded in 'Rosenshine's Principles' and Tom Sherrington's 'Walkthru Toolkit'.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has a direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	<p>1</p>
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching: Checking for Understanding, refinement of learning resources; effective planning to support all students to succeed.</p>	<p>Supporting the Attainment of Disadvantaged Students (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes.</p> <p>This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months</p> <p>Assessment for learning / feedback + 6 Months</p>	<p>1</p>
<p>Refine KS3 assessment system so that it supports the curriculum as the progression model; to identify underperforming students and to signpost interventions.</p>	<p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes.</p> <p>This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact</p>	<p>1</p>
<p>QA led by T&L Team, SLT and HoDs to provide developmental feedback, identify training needs and to share best practice.</p> <p>Deep dive to be conducted by the curriculum trust lead with external Ofsted advisor.</p>	<p>DfE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	<p>1</p>
<p>Development of disciplinary literacy pedagogy across</p>	<p>Quigley et all (EEF 2019): Recommendations include 'prioritising disciplinary literacy across</p>	<p>1, 2</p>

<p>faculties which is embedded within curriculum offers.</p>	<p>the curriculum,' 'targeted vocabulary instruction.' 'developing students' ability to read complex academic texts,' and 'providing high quality interventions' in cases where students cannot read fluently.</p> <p>Westbrook et al (2019): Fast-paced reading out loud to students has a profound impact on student progress: an average of 8.5 months' accelerated progress, and 16 months for poorer readers.</p>	
<p>Extend computing lessons in KS3</p>	<p>Using Digital Technology to Improve Learning: Evidence Review (Lewin, et al., 2019) EEF, "Some evidence exists that technology interventions can be more beneficial for low and medium ability students than for high ability students (Cheung & Slavin, 2012; Gerard et al., 2015). In addition, disadvantaged students may benefit more than advantaged students from technology interventions (Takacs et al., 2015; McNally et al., 2015)."</p> <p>This will feature as part of the personal development programme in order that students are encouraged to promote digital literacy and foster resilience and independent learning skills.</p>	<p>3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £101,176

Activity	Evidence that supports this approach	Challenge number(s) addressed and budget allocation
<p>Introduce the Fast Track/Fresh Start phonics intervention program devised by Ruth Miskin for our weakest readers.</p>	<p>The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Students on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial."</p>	<p>1, 2</p>
<p>Embed Accelerated Reader across KS3 to provide all students literacy support. Promote programme to staff in other departments in twilight sessions</p>	<p>Accelerated reader has been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24 (p<.05).</p>	<p>1, 2</p>

Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Targeted Period 6 catch-up and revision session for Y11	EEF Toolkit – extending the school day - +3 months impact	1, 3
1:1 Peer reading interventions. Sixth form 'Literacy Leaders' will have a fixed role. They will take on the tutoring role and in pairs with a tutee or tutees, offer YR7/Yr8 targeted reading intervention.	EEF Toolkit – Peer tutoring. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. + 5 months.	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £146,450

Activity	Evidence that supports this approach	Challenge number(s) addressed and budget allocation
Provide high quality pastoral care including mentoring/interventions and support of vulnerable students through the 'pastoral' and 'well-being' teams	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	4
Grow the social and emotional learning (SEL) interventions to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly	EEF Toolkit (2021) reports that mentoring has a +4 months benefit to students	4

on the academic or cognitive elements of learning.		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
<p>Implementation of Edulink Parent App to aid engagement of parents and raise the awareness of rewards and attendance.</p>	EEF – Parental Engagement - +4 months impact	6
<p>Offer more sustained and intensive support for parents where needed</p>	<p>Recommendation 4 from the EEF report 'How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice' (Axford, et al., 2019) states, "Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents".</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 367 712

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

This year we achieved a huge amount for our disadvantaged students, supporting them throughout unprecedented and challenging circumstances. Out of the 179 loaned laptops 108 of them went to PP students as well as over 30 WiFi dongles to ensure internet access. Desks and stationary were also offered to all students, to create spaces in their own homes so they are prepared for learning. The uptake was 100% from PP student homes. Furthermore, we started a foodbank in school to bridge the gap for families who were really struggling in throughout the lockdown.

We continued to offer a broad and balanced curriculum for all throughout this academic year, providing opportunities in all year groups in a creative way. HoD reviewed their curriculum offer to ensure that a high quality curriculum based on knowledge to all students across all year groups. PP students will benefit from an increased access to the big ideas in each of the curriculum areas.

The online curriculum led to changes at KS3 to allow us to provide the most effective provision for all our students. These changes facilitated our provision of both high quality remote education and ensured provision for our vulnerable students and children of key workers. Timetable changes affected all KS3 students, except those in our nurture provision where their timetable remained unchanged.

Last academic year the attendance of our disadvantaged students was in line with the National Average. However, the National Average was lower than in previous years. Therefore, it is increasingly important that we work to address this as a matter of urgency.

Attendance of vulnerable children and pupils eligible for free school meals is typically lower than for other pupils.

- 87% of pupils with an education, health and care plan (EHCP) in state-funded schools were in attendance on 20 May, similar to 12 May.
- 83% of pupils with a social worker [1] in state-funded schools were in attendance on 20 May, down from 85% on 12 May.
- 88% of pupils eligible for free school meals (FSM) in state-funded schools were in attendance on 20 May, similar to 12 May.

Therefore we are in line with the National Average.

KSA Wellbeing Team have started an emotionally based school avoidance pathway this September and we shall be monitoring its impact as the year unfolds.

	26.05.21	W/e 28.5.21
All	420	
PP		88.99
Non PP		95.04
Yr7		
PP	101	90.28%
Non PP		96.18%
Yr8		
PP	105	89.68%
Non PP		95.80%
Yr9		
PP	78	88.97%
Non PP		95.22%
Yr10		
PP	62	88.38%
Non PP		95.25%
Yr11		
PP	63	88.16%
Non PP		93.94%

Our weekly 'Multi-Disciplinary Intervention' meetings enabled us to assess and observe student behaviours more robustly and indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our focus on careers ensures that students are open to exploring a wide range of options when faced with their future life decisions. A Careers event for all year groups took place in February to raise knowledge and aspirations of all our students. The aim of the events were to focus on specific careers themes that would benefit them at the academic phase they are at and get them thinking about their future and wanting to BE THE BEST THEY CAN BE. All PP students have access to our careers advisor and are always seen first at KS4. The positive outcome of this can be seen in our student's destinations.

Destinations continue to demonstrate our student's determination to aspire to do and learn more.

YR13 Students - All three students have places at university.

- Worcester – Creative Writing
- De Montfort – Pharmacy
- Nottingham - Chemistry

YR11 Students

- 24 Have KSA 1st Choice (L3)
- 1 Leicester College (L3)
- 5 Moulton College (2 L1, 3 L2,)
- 1 National College of Motorsports (L3)
- 1 Northampton College (L3)
- 25 Tresham College (17 L2, 5 L3)

We were also able to continue to offer and promote online events and projects such as STEM, Big Bang and Medical Mavericks with a minimum of 35% of the students attending recognised as being PP.

Through NCOP funding we were also able buy in extra capacity to help map future plans, looking at options in YR9, Post 16 and Sixth form University applications etc for PP who are also identified as NCOP students. An online work experience package was also purchased; to support Yr9-13 students in different capacities that all PP students had access to.

A number of our planned strategies were not fully implemented due to Covid19 restrictions and partial school closures.

Externally provided programmes

Programme	Provider
NGRT	GL Assessment
Fresh Start	Ruth Miskin
Accelerated Reader	Renaissance Learning, Inc

Lexia Power Up	Lexia Learning
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